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ABSTRACT

Using the Delphi forecasting technique, a model program was designed to provide educational services to elderly members of the community served by the College of DuPage. A questionnaire was developed and administered to three groups: full-time faculty at DuPage (N=15), local officials and authorities on aging (N=13), and senior citizens of the county (N=100). Response rates for the three groups were 93.0%, 70.0%, and 33.0%, respectively. Questionnaire responses indicated consensus among all three groups that (1) seniors should participate in planning educational programs, (2) off-campus facilities should be utilized but seniors should not be segregated from other age groups, (3) full-time college faculty should teach courses for seniors, and (4) transportation problems can deter seniors from utilizing educational opportunities. The proposed program model incorporates the four steps of planning, organization, implementation, and evaluation, and recommends regular courses in a variety of subject areas taught by full-time faculty as a major component of the educational program. Flexibility in scheduling and location of facilities is encouraged for optimum participation, as is the development of expanded funding sources to support the program. Background information and a literature review are included and questionnaires and survey results are appended. (DB)

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A MODEL FOR SENIOR CITIZEN EDUCATION AT THE COLLEGE OF DuPAGE, USING THE DELPHI TECHNIQUE

By

Velma Hebbard LaVigne

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ABSTRACT

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Three groups of individuals were involved in developing a model by utilizing the Delphi technique: 77 senior citizens, 9 public officials, and 14 College of DuPage faculty. A four-phase, generalized model was developed: planning, organizing, implementing, and monitoring. Developed for use in this project, the inputs into the model were the most critical factors in its design. These inputs tended to be localized; in the case of College of DuPage, they included such factors as: use of full-time faculty to teach courses; design of courses for a wide variety of students, but including the needs of the elderly (i.e., courses not for senior citizens alone); fiscal support for non-credit courses; and a constant projection of needs, evaluation of the program, and feedback into the planning stage for correction.

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To my parents, Edwin D. and Edith C. Hebbard, my deep gratitude for their support of my lifelong educational goals, support too often given at the expense of their own convenience. Their lives inspired this study and will inspire all my efforts in gerontology hereafter. To them I dedicate this dissertation.

To my husband, Lee J. LaVigne, once again my thanks for understanding my need for study--and, finally, the promise that this is the last academic degree with which I shall disrupt our lives.

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Chapter 1

Introduction to the Study

Background/Need

The U.S. Senate in 1975 passed the Lifetime Learning Act which basically insures access to education for all citizens at all times in their lives. This act was the outcome of several national conferences, the chief of which was the 1971 White House Conference on Aging and reinforced the 1970 Illinois Constitution, which had expanded the idea of education ". . . from the restrictive focus on 'children' to the educational development of all persons to the limits of their capacities." (Today and Tomorrow, 1974, p. ii).

The College of DuPage in 1972 held a conference to consider the problems of the aged in the geographical area served by the college and to review local progress on the recommendations of the 1971 White House Conference on Aging. The conferees expanded the original purpose to ". . . an overview of the status and problems of the district's elderly which would enable those concerned to plan intelligently and pragmatically the services and programs which

could fulfill the present and future needs of . . . older citizens." (Treloar, 1972, p. 1)

The conference issued a series of recommendations to facilitate educational opportunities for the seniors. Among the recommendations were:

1. Taking of a survey to determine the educational needs and desires of the elderly.
2. Offering afternoon sessions rather than evening sessions.
3. Creating drop-in centers to make attendance more convenient for senior citizens.
4. Expanding counseling services for the elderly.

Some six years later, unfortunately, none of the suggestions of the conference have been implemented to any degree. Even the conference itself did not involve any direct input of senior citizens; consequently, little is known about the educational needs and desires of the senior citizens of the DuPage College district or of what the college should offer them.

Statement of the Problem

To develop a model college program for the senior citizens of the DuPage College district, based

on the input of (1) senior citizens, (2) college faculty, and (3) public officials.

Purpose

To delineate the probable parameters needed in the design of the model.

Significance

The development of this preliminary model for College of DuPage senior citizens will provide an exemplar for similar colleges and/or community college districts; parameters, of course, may be modified to meet requirements of other institutions.

Assumptions

In the light of recent findings in gerontology (Marshall and Hill, 1968) and federal and state mandates concerning the involvement of elder citizens in education, this study assumes that disengagement from life activities (as suggested by Cumming & Henry, 1961) is not the preferred behavior of elders. Instead, oldsters should follow the developmental or activity role of social and emotional behavior. (Kauffman, 1973.) Simply stated, the assumption of the developmental theory is that an individual's retirement from a specific life occupation does not mean that that person should or must disengage from

all other activities; instead, he or she should develop continuously throughout his or her life, always remaining--insofar as health and circumstances permit--in the mainstream of life. Article I of the bylaws of the American Association of Retired Persons (representing millions of retired Americans) indicates, for instance, that the Association's main purpose is to further members' life activities. (AARP bylaws, in AARP News Bulletin, September 1978, pp. 4-5)

Delimitations

The design of this pilot model is necessarily limited to use in situations similar to those found in the educational district of College of DuPage. To be sure, it is hoped that some of the patterns may be applicable (with modification) to dissimilar situations such as those present in a large city; prudence, however, indicates that a model may be replicated more easily in similar situations.

Definitions

The terms elder, senior citizen, older adult, elder citizen, and others as used within this study should be interpreted as meaning any individual 65 years or older.

Chapter 2

Review of the Literature

This chapter is divided into the following sections:

1. Senior citizens and education.
2. State and national legislation.
3. College of DuPage policies and programs.
4. Types of successful educational programs for the elderly.
5. Analysis of successful programs.
6. Projection of College of DuPage.

1. Senior Citizens and Education

The literature dealing with senior citizens and their continuing education has grown considerably since 1970. The number of senior citizens has also grown; according to projections (Wallace, 1975), the senior citizen group will increase by 23% by the year 2000. The life expectancy of these individuals is given by Dowd (1978, p. 29). (See Table 1, p. 13).

The main problem with aging seems to be the images of the aged portrayed by society and the media. For example, in a report, Aging in the U.S.: Facts and Figures, the conclusion was drawn that the

stereotype of elderlies as presented in children's books, "sabotages the self-image of older people and is an attack on their dignity as human beings." (1976, p. 11)

TABLE 1

LIFE EXPECTANCY OF SENIOR CITIZENS
ROUNDED TO WHOLE YEARS

Present Age	Expected Age [Years of Life Remaining]	
	Male	Female
65	13	18
66	13	17
67	12	16
68	12	15
69	11	15
70	11	14
71	10	13
72	10	13
73	9	12
74	9	11
75	8	11
80	7	9
85 and over	5	6

Clark and Nuegarten state, "Older Americans are this country's most under used social and economic resource." ("Calls U.S. Policies [on Aging] Bankrupt," 1978, p. 3)

And said the co-chairman of the Retirement Roles and Activities Section of the 1971 White House Conference on Aging,

> Nowhere is it written that the young have done or can do no more for humanity than the old. Nor do the old have to eat crumbs, wear rags, and have their bodies shaken with untended coughs and fevers. Nor do the old have to leave the ranks of the living, the assemblies and enterprises of mankind, a quarter century before they die. Again from Eisley: "The terror that confronts our age is our own conception of ourselves." (Toward a National Policy on Aging, p. 50, 1971)

These brief comments and statistics point out that older Americans are under-utilized, isolated, and the victims of stereotypes which forbid their easily remaining in the mainstream of American life. In actuality, more elderlies are self-sufficient than portrayed by the various stereotypes. For instance:

10% work full time.

20% work part time.

80% maintain their own homes.

5% reside in nursing homes. (Social and Economic Characteristic of the Older Population, 1974)

Carlson and Paine (1974, p. 2) consider education to be the key to the problems of older Americans rather than a sub-problem; they state". . .even though education can be identified separately as a need of the elderly , it perhaps has been underestimated insofar as it can affect all or most of the other areas

[health, recreation, information, nutrition, second careers, and hobbies] necessary for a happy and productive old age."

The changes and problems of senior citizens can be seen in the changes which have taken place at DuPage since it opened in 1968. At that time its student body was almost 100% full-time students just out of high school. However, by 1976 some 53% of the student body were full time office or factory workers and only part-time students. Senior citizens during that period rose from 0% to 2% of the student population (Hallenstein, p. 177). Furthermore, the 'over 25' group is rapidly expanding, indicating a trend for continuing education. DuPage, then, is following the national trend of older students' becoming a major part of the educational scene as noted by Carlson and Paine,

> With the type of society we have developed, this kind of lifelong education seems mandatory and inevitable. In fact, it appears imminent that higher education will begin to concentrate the majority of its resources on the older student. . . (1974, p. 10).

Elderly Americans need vocational training for participation in volunteer programs or for re-entry into the salaried world in modified or second

careers; avocational offerings for social and leisure satisfaction and development of hobbies, factual information concerning retirement plans, insurance and pensions; guidance for good mental and physical health; and, perhaps, in basic literacy. (Carlson and Paine, 1974; Tamburello, 1976; Galvin et al., 1975). Or, as Sarvis (1973) phrases the concern, the elderly have coping needs, expressive needs, contributive needs, and influence needs which can be alleviated by education. Billingsly (1971) suggests, according to Kauffman (1973) that the more highly-educated seniors also need "education for such functions as: 1. serving their communities, 2. achieve social interaction, 3. self-expression and 4. enhancement of the joy of living."

2. State and National Legislation

Not only do elderly Americans have the needs for education these authorities have summarized; the right of oldsters to such educational opportunities is guaranteed them by federal law. In Illinois, those guaranteed rights are clarified and expanded upon by state law; in DuPage County, Illinois, College of DuPage declarations emphasize the duty

and determination of the school to fulfill its obligations.

On the federal level, significant legislation for the educational needs of the elderly began with the Economic Opportunity Act of 1964, which included the Adult Basic Education Program that

> sought to remedy the inequities of educational disadvantage by offering persons 18 years of age or older the opportunity to develop reading, writing, language and arithmetic skills to enable them to obtain or retain employment and otherwise participate more fully as productive and responsible citizens. (Ulin, 1976, p. 11)

Two years later came the Adult Education Act of 1966 (Title III of the 1966 amendments to the Elementary and Secondary Education Act); the stated purpose of the 1966 Act was,

> to encourage and expand basic educational programs for adults to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens. (Ulin, 1976, p. 16)

And, finally, in 1974 came the Title VI, Part A, amendment to the 1966 Act; that amendment included a special project for the aged which authorized the U.S. Commissioner of Education to

> make grants to state and local educational agencies or other public or private non-profit agencies for programs for elderly

> persons whose ability to speak and read the English language is limited and who live in an area with a culture different than their own. Such programs shall be designed to equip elderly persons to deal successfully with the practical problems in their everyday life, including the making of purchases, meeting their transportation and housing needs, and complying with governmental requirements such as those for obtaining citizenship, public assistance and social security benefits, and housing. (Ulin, 1976, p. 32)

While most national legislation concentrated on purely practical educational concerns, American gerontologists and others professionally or personally interested in the total welfare of all older Americans were analyzing the over-all needs of the elderly. Just as the 1961 White House Conference had considered the needs of the elderly, so did the 1971 White House Conference on Aging. The Education Section of that 1971 conference gave as its Preamble to its final report (1971 White House Conference on Aging, 1971, p. 1):

> Education is the basic right for all persons of all age groups. It is continuous and henceforth one of the ways of enabling older people to have a full and meaningful life, and as a means of helping them develop their potential as a resource for the betterment of society.

To further the educational needs of the elderly, White House conferees insisted that education for

the elderly must be expanded to allow elders' participation in existing programs which would allow young and old to learn from one another and to allow elders' enrollment in programs meeting specific needs at different times in their lives. Although all elders are important, those whose life styles would predispose them not to volunteer for educational programs should be sought out in outreach programs. Physical barriers to elders' involvement in education must be removed, and emotional and intellectual barriers must be eliminated insofar as possible. Active participation of older persons in the design of any and all programs is an imperative need. (White House Conference, 1971, pp. 1-3)

Related to the Education Section's statement was that of the White House Conference's Spiritual Well-Being Section, which quoted Bollinger (1969, pp. 50-51) in its preamble to its section of the 1971 report (p. 35):

> We believe that something is wrong with any society in which every age level is not clearly of meaning and of value to that society. The spiritual needs of the aging really are those of every person, writ large: the need for identity, meaning, love, and wisdom.

Fortunately, the humanistic concerns of the 1971 White House Conference on Aging were reflected in national legislation during the 1970's. The Oversight Hearing on Older Americans held in Los Angeles, California, in 1973 investigated the lives of older Americans to the purpose of

> providing grants to states for the establishment, maintenance, operation, and expansion of low-cost meal programs, nutrition training and education programs, opportunity for social contacts, and for other purposes. (Oversight Hearing on Older Americans, 1973, title p.)

Among the declarations of objectives for older Americans are several that are pertinent to educational matters:

> (2) The best possible physical and mental health which science can make available and without regard to economic status.
>
> . . . . . .
>
> (6) Retirement in health, honor, dignity--after years of contribution to the community.
> (7) Pursuit of meaningful activity within the widest range of civic, cultural, and recreational opportunities.
>
> . . . . . .
>
> (10) Freedom, independence, and the free exercise of individual initiative in planning and managing their own lives. (Hearing, 1973, p. 3)

Relevant among the model projects suggested is the second:

> provide continuing education to older persons designed to enable them to lead more productive lives by broadening the educational, cultural, or social awareness of such older persons, emphasizing, where possible, free tuition arrangements with colleges and universities. (Hearing, 1973, p. 19)

Two years after the implementation of the provisions of the 1973 Hearing on Older Americans came the Lifetime Learning Act, an amendment to the Higher Education Act of 1965. This act (Senate Bill 2497) established in the Office of Education an office of lifetime learning designed to promote education as a lifetime occupation of all citizens, including the elderly. Essentially a research program and grant-dispersal program, the office studies and evaluates all aspects of lifetime learning; the role of gerontology in the identification of specific "educational needs and goals of elderly participants" is part of that plan. (Lifetime Learning Act, 1975, p. 4)

When Illinois citizens accepted the earlier-mentioned state constitution which emphasizes education for all citizens, their state had already implemented the Illinois Public Junior College Act

of 1965. This act set up a network of junior colleges--shortly termed comprehensive community colleges--throughout the state. In addition to offering two-year baccalaureate degrees (associate of arts) and shorter-term occupational-vocational certification programs, each Illinois community college must provide (Policies, Procedures, Guidelines. . .of Public Junior Colleges, 1973, p. 26):

Section IV
Public Service Programs

Comprehensive Services

Public junior colleges are expected to offer a comprehensive program of public service activities as defined below:

4.01 Community education includes those non-credit activities under public service which are instructional in nature, and have been established to provide an educational service to the public and are not part of degree-credit or certificate-credit programs. Community education includes non-credit classes, short courses, workshops and seminars.

. . . . . .

4.02 Community services are those activities under public service which make available to the public the resources and unique capabilities which exist within the various institutions. Community services may include, but are not limited to, conferences and institutes, general advisory services and reference bureaus,

> urban affairs, international relations, radio and television, consultation and similar activities with a primary intent of providing needed and beneficial services to the community.

Among the provisions for "Individual Growth for Mature Adults" (Policies, 1973, p. 27) is "workshops for senior citizens on preparation for retirement and problems of aging."

The Junior College Act is very clear about the extent to which community colleges must bring their services to the communities which support them. Section 2.5 (Policies, 1973, p. 8) insists,

> 2.51 The operation of extension centers by public junior college districts is encouraged. The offering of college credit and of non-credit courses broadens the educational opportunity of persons who live near the extension center.

Community colleges are, however, warned that their "participation in the social service area should be circumspect. The college's main product is education, not the direct delivery of health care, police protection, transportation, or recreation." (Policies, 1973, p. 28)

This next section looks at what College of DuPage is doing to implement the directives from the various levels of government.

3. College of DuPage Policies and Programs

During the 1977-1978 academic year, College of DuPage professional personnel embarked upon a project--Century III--designed to "get the college involved in shaping the future of the community." ("Hansen appointed to Century III project," p. 2) During the school year three sub-committees--an education committee, a "Perspectives on Aging" committee, and an arts committee--worked toward discovering just what they believed the Century III group should accomplish.

The Perspectives on Aging Committee (jointly sponsored by the DuPage County Senior Citizens Council) originally planned to hold a two-day Perspectives on Aging Conference (similar to the 1972 conference discussed in Chapter 1); however, their plans changed, and a one-day workshop (attended by some 200 senior citizens, professional practioners on aging, and College of DuPage faculty and administration who had worked as members of some eight sub-committees of interest) was held, instead, on April 19, 1978. As a member of the executive board of the education committee and of the coordination committee of the Perspectives on Aging group, the

author of this model program was responsible for supplying information to the group; the model program will become an integral part of the final activity of the Perspectives group, a 1,000-person two-day conference scheduled for October 19 - 20, 1978.

The summation of interim suggestions made by the Education Committee of the Perspectives on Aging investigators is logically an important part of the research to be considered in determining just what sort of program is right for College of DuPage's senior citizens. Thus, their report:

DuPage Senior Citizens Council

Education Committee

Workshop Preparation Report

A Target audiences for Education (Who)

1 Persons approaching retirement (a) through established educational institutions (b) through industry--would employers allow lunch-time for programs?

2 Persons in retirement (c) through gerontologizing curriculum (see B below).

3 Society in general--aging process, issues confronting one growing older, other interests/needs that experienced elders could address--other special groups:

(a) Physicians and medical professionals

(b) Younger persons with aging parents

(c) Others in care and service to elderly: nursing homes, retirement homes, clergy, social workers, etc.

B Issues to consider (What and Why)

1 Motivating--getting people interested

2 Helping people cope with day to day life

3 Enjoying retirement: keeping interested and finding new challenges

4 Learning new skills--new information

5 Expressing self as continually creative

6 Influencing others and the decisions affecting one's own life or future directions

7 Later years can be a period of reflections, of transendence that allows one to move away from personal concerns and to focus on one's contributing abilities and resources

8 Retired persons can and should be utilized as a valuable resource in the education process--with the young--their contemporaries

C The Process (How)

1 Learning process unique for older adults--less formal and traditional--little interest or need for credit

2 Plan locations that are highly accessible--comfortable, convenient

3 Time geared to daytime--shorter sequences

4 Include older persons in planning and conducting education

5 Sensitive to persons entering a group of "strangers" coming alone--need to socialize frequently a motivator

6 Limited formal education in earlier life may be a barrier

7 Need to feel successful--"tests" threatening

8 Intellectual-challenge desirers few in number but important

9 New-skills learning important

10 Constant re-evaluation of educational needs of population

11 Influence television to show better programs for the elderly; make use of College of DuPage and local commercial radio stations

12 Influence educational facilities other than College of DuPage to reach out to seniors

13 Pre-retirement education is most important; a council for pre-retirement may be necessary; strong advocacy may be necessary ("Workshop Preparation Report")

The results of the Century III Education Subcommittee's work during 1977-1978 were far more tentative than were those of the Perspectives on Aging Subcommittee. However, two statements from that report are significant enough to be included here. The Education Committee sees College of DuPage in 2000 as being an institution in which,

3) Learning for learning's sake, for other than credit and degree, is valued. A significant part of the curriculum is oriented to the non-credentialing student; and a significant number of students are uninterested in credits and degrees. Education is viewed as on-going and open-ended.

. . . . . .

6) The curriculum reflects the more varied needs of students: life-long learning, adjustment to change. . . ("Images of the Future of the College," p. 5)

If nothing else, these two college activities demonstrate that College of DuPage is ready to involve itself in a serious attempt to offer all its students--including those over 65 who have heretofore been but a minute part of its scholars--whatever education is right for them.

But what exactly should a program for elders be like? The answer to that question can be found in analysis of programs for the elderly that have been successful in other institutions, coupled with analysis of what those directly concerned with the college and its programs believe is the best of all possible plans to follow.

Therefore, the next section reviews the four general types of educational programs for senior citizens.

4. Types of Successful Educational Programs for the Elderly

An impressive number of model programs and research projects have sought to determine suitable methods of delivering educational offerings to elderly students. With many variations, these efforts can be grouped into four general categories: the college within a college, a division or department or cluster set up specifically for elder citizens of a school population; the college as a resource agent for other agencies on aging within the community; the college as an assimilator of the elderly into the existing college structure; and the college as organizer of occasional seminars or conferences for the elderly. Of course, too, several institutions have combined in one or another way more than one of these plans.

A. The Individualized College for Seniors

Field (1968) reports on several successful instances of colleges and universities which have set up special departments or centers for aged students. The Institute for Retired Professionals of the New School for Social Research in New York City, for instance, was organized in 1964 to serve retired professionals of the area. At reduced fees

students attend special classes designed for them and often taught by elders among themselves.

Other such groups Field reports are the Study Center of the Washington School of Psychiatry, Forum for Retired Professionals and Executives; the Oliver Wendell Holmes Association of the University of the State of New York; and the Institute of Lifetime Learning, a pilot project of the American Association of Retired Persons and the National Retired Teachers Association which offers courses in more than 400 subjects to a student body made up primarily of retired government employees and professionals.

Brooks (1975) outlines the successful plan of Los Angeles (California) Valley College whereby seniors participate in a work-study program designed to prepare them for re-entry into the working world. Success of this program is evident in that of 289 applicants participating fully in the first model year, 101 seniors were placed in gainful part or full-time employment suitable to their physical, emotional, and intellectual abilities.

Emeritus College, a division of College of Marin, Kentfield, California, is organized as a "separate college designed to provide educational

programs for people over 55." (Glickman, et al., 1975, p. 14) Emeritus College offers courses especially designed for seniors (but allows other students to enroll in the specially-designed courses). Emeritus courses are those particularly interesting to seniors--"consumer rights, writing, law, investments, psycho-social development in the later years, photography, Greek dancing, languages, yoga, and literature." (Glickman, et al., 1975, p. 14) Emeritus College is noteworthy in that its creation resulted from College of Marin's administration's realization that its community population was shifting; the area was becoming a retirement community with fewer and fewer younger individuals in residence; in essence, Emeritus College, funded under Title I of the Higher Education Act, is allowing College of Marin to continue to function. (Glickman, et al., 1975, pp. 9-11 and 15)

Dr. Glickman (1975) also reports of the activities and organization of North Hennepin Community College (Brooklyn Park, Minnesota). North Hennepin elders actually organized themselves in 1971 into an action group to demand an intensified role in North Hennepin programming. The result was

the development of the Seniors on Campus program which develops programs and seminars, arranges transportation for seniors, is involved in teaching particular senior classes, recruits students to the program, effects facilities changes to make North Hennepin buildings suitable to the physical needs of elders, and in many other ways leads the seniors' program. School personnel affiliated with Seniors on Campus are concerned that they have not as yet been effective in garnering students from among the isolate population, but they are confident that the entire spectrum of senior citizens will be represented eventually in one way or another on the North Hennepin campus. (See also Korim, 1974, p. 63; "Back-to-School Update," 1976, p. 12)

"Back-to-School Update" also lists briefly a number of other institutions that offer programs especially designed for the elders of particular communities: Hawkeye Institute of Technology, Waterloo, Iowa, "Opportunities for Older Adults" program; Fordham University at Lincoln Center, New York City, "College at 60"; Mercyhurst College, Erie, Pennsylvania, "College of Older Americans." (1976, p. 12)

Kauffman (1973) discusses at length the program he considers the best in the United States, the Donovan Fellowship for Senior Citizens at the University of Kentucky. Individuals over 65 years of age capable of benefiting from college-level courses have gathered since 1964 from all over the world to study at the University of Kentucky; courses are open for audit or for credit. Approximately 225 older scholars study each year at Lexington, Kentucky, site of the university's main campus; and another 225 elect to study at any of the fourteen community colleges affiliated with the university and located throughout the state. Since the program is funded in memory of Dr. Herman L. Donovan, president of University of Kentucky from 1940-1955 and an activist and advocate of education for the elderly, expenses for Donovan scholars are minimal; since the funding is part of a fellowship, it is limited so that only those most apt to benefit from it become participants in it.

Illinois Central College, a two-year community college located in the industrial town of Peoria, Illinois, developed a Department of Lifetime Learning in 1973. The program utilized local radio and

television programs, offered creative arts courses at the local art institute, extended reduced rates for credit courses on campus, and offered non-credit courses at out-reach facilities. Intellectually a success, the program was dropped in 1977 because it was financially a failure. (Cohen).

One thing is common about all but one of these programs designed for seniors as a special group: these academically-oriented senior departments serve the self-sufficient who are affluent and active enough to know for themselves that they wish an enriched intellectual life in their latter years. The other successful program is a purely practical one; it attracts those desirous of--perhaps in serious need of--the opportunity to improve their financial situations. Academically-oriented senior departments apparently attract those perhaps least in need of them.

B. The College as a Resource for Other Agencies of a Community

One of the more popular ways for colleges to serve elders is as a resource for the efforts of other community agencies; the variety of types of programs of this sort is impressive. Korim (1974) on one page

summarizes the activities of half a dozen institutions: as designer of recreational programs carried out by other agencies, as sponsor of community theatre projects for older adults, as co-ordinator or space provider for efforts of the American Association of Retired Persons or V.I.P. or the American Association of Retired Teachers, as printer or publisher of newsletters of local senior citizens' groups, as a reading or study center by virtue of passes to college libraries, etc. Korim cautions that any such program of coordination must be organized with a director of coordination responsible for all coordination efforts; otherwise, efforts will be confused and may overlap. (1974, pp. 69-70)

Another coordination effort discussed by Korim is that of the college as deliverer of on-site courses specifically requested by local industry or citizens' groups; he cites at least half a dozen schools conducting such programs. (1974, pp. 63-64)

Korim (1974, pp. 82-84) also suggests the interesting possibility of colleges' assuming the role of area agencies on aging under the provisions of the Older Americans Comprehensive Services Amendments of 1973. Colleges assuming such

responsibilities are bound to:

> (1) the development of an area plan on aging, (2) the coordination of all public and private programs affecting the elderly within the geographic boundaries of the planning and service area, (3) the expansion or improvement of those social services deemed necessary within the area, (4) the collection and dissemination of information on the needs of the elderly, and (5) the provision of technical assistance to agencies or groups in the planning and service area. (Older Americans Comprehensive Services Amendments of 1973, se. 304(c), 87 Stat. 40 (1973) in Korim, 1974, p. 83)

Outstanding among those institutions which have taken on the role of co-ordinator of other groups' educational efforts for the elderly is Shasta College, a community college located at Redding, California. After intensive pre-operational study during 1974, Shasta's 25-person task force determined that,

> The general principle of coordination and support of activities relating to "seniors" should underlie the college operation. While the college will certainly not have control over or authority to coordinate many of the agency programs and services, it can perform a valuable role (one that is definitely needed) by bringing together representatives of these groups from four to six times a year to keep everyone informed of the activities of the various groups. This would include governmental groups, private groups and volunteet organizations. The spinoff from this group relationship will be helpful to the college in planning and performing its own direct programs. (Collyer & Greenleaf, 1975, p. 2)

Additionally, however, Shasta officials elected to continue the institution's prior commitment to offering outreach "senior" courses and welcoming older students into on-campus classes. (Collyer & Greenleaf, 1975, p. 2) All indications are that Shasta's program is effectively serving its community.

Hageman (1975) writes convincingly of the success of community colleges' assuming the role of coordinator of other agencies' efforts for the aged. He cites, in particular, Niagara County, New York State, as typical of an area where such efforts are appropriate for the local community college (Hageman, 1975, p. 4) and asserts that this role is appropriate for community colleges to take since it allows "community colleges to pursue a direction consistent with their desire to serve older adult agencies without diverting college resources which may be vital to other worthwhile programs." (Hageman, 1975, abstract p.)

Speaking at the Statewide Community Conference on Gerontology and Aging Problems held from November 30-December 1, 1973, at the Airport Marina Hotel in Los Angeles, California, Dr. James Peterson, director of the Office of Liaison for the Ethel Percy

Andrus Gerontology Center of the University of Southern California, remarked that educators will be successful in creating a new sort of individual of the aged -- a " 'Renaissance Man' who has the time and ability to study, reflect, appreciate, contribute" (State-wide community college conference, 1973, p. 2) by taking on these tasks:

> (1) plan and seek tax allocation; (2) utilize heavy volunteer commitment--train volunteers and trainers for them; (3) develop new skills (hence careers) among the aging (e.g. para-professionals) for involvement and economic security; (4) provide counseling at both the pre- and post-retirement stages (seek the cooperation of industry). (State-wide community college conference, 1973, p. 2)

Several other speakers at the same meeting stressed the importance of colleges' serving as coordinators of other agencies' efforts.

In short, it seems obvious that under certain circumstances, the best of all roles a college can assume in working with and for its older citizens is that of coordinator of the efforts of other active groups within the community structure.

C. The College as Assimilator of Elderlies into Existing Academic Programs

Numerous colleges throughout the United States have chosen to meet the needs of their older

constituents by encouraging them to enroll in regular classes or in outreach classes sponsored by the colleges. "Back-to-School Update" mentions (p. 12) these several institutions as following this procedure: Bakersfield College, Bakersfield, California; San Diego Community College, San Diego, California; Mayfair College, Chicago, Illinois; Worcester Polytechnic Institute, Worcester, Massachusetts; Lincoln University, Jefferson City, Missouri; Otterbein College, Westerville, Ohio; Portland State University, Portland, Oregon; Tri-County Technical College, Pendleton, South Carolina; and University of Texas, Austin, Texas. A standard feature of such offerings is a greatly-reduced fee structure or free admission on a space-available basis. (College of DuPage presently should be included among any such listing.)

Ideas concerning suitable assimilation techniques were discussed at the earlier-mentioned State-wide Community College Conference on Gerontology and Aging held in 1973 at Sacramento, California. During one of the workshops at that conference, chaired by Dr. Jack Fiedler of Grossmont College, participants determined that seniors are frequently attracted to regular classes if schools encourage participation

through special invitation, through offering of courses in outreach centers, and through scheduling of courses of interest to seniors in the morning or afternoon hours they ordinarily prefer; elders, once attracted, frequently continue participation without further encouragment. (State-wide community college conference, 1973, p. 5)

The effectiveness of programs which seek to assimilate older students into existing programs will be improved, according to Hesburg, Miller, and Wharton (1973, p. 25), if institutions accommodate existing crediting procedures to allow for credits' being granted for nonconventional but meaningful educational experiences the older aldult may have in his or her individual life background and if credit-by-examination procedures are used efficiently within institutions.

Undoubtedly, those institutions and programs noted here are but a tiny part of the total variety of means that colleges and universities are today endeavoring to use to make their older adults welcome as equal partners of the educational programs of American society. Related literature mentioned here is only a small part of that available for consideration.

D. The College as Organizer of Occasional Seminars and Conferences Specifically Designed for Elderly Students

One often-remarked-upon phenomena of the elderly learner is his or her unwillingness or inability to commit himself or herself to long-term educational efforts. To meet educational needs of elders at the same time they recognize this attitude, administrators of numerous institutions have organized brief seminars--a morning, a day, a weekend, a tour, a lecture--particularly for elderly students.

An outstanding experiment in this sort of brief educational experience for elders was made in April and May of 1974 by the Center of Continuing Education and Community Service, a branch of the University of Hawaii located at Hilo, Hawaii, in an attempt to resolve a disappointing situation. Unusual in their degree of respect for higher education, older Hawaiians had been, according to Cox (1975), surprisingly unresponsive to tuition-free classes first offered them under Hawaii's Comprehensive Plan for the Elderly, put into operation in 1974. Only 15 elders attended community college offerings during the first term of the plan; none attended the four-

year college. A year later, 11 registered at Hawaii Community College; at Hilo College, 6. "With 8,859 elders on Hawaii eligible for free post secondary education,. . .not much of a showing." (Cox, 1975, p. 4) The university's answer to elders' disinterest was the arrangement in the spring of 1975 o tours for elders--tours grouped together under the title, The Holo Holo Art Experience. (In Hawaiian, holoholo means to go out in search of pleasure.) Once a week for four weeks elders ranging in age from 60 to 93 took a bus to one or another of the pre-arranged art centers for discussion, lectures, lunch, songs, and post-experience discussion. Each session was attended by at least 40 participants, and the experience was such that the university officials who arranged the tours expressed their determination to continue to offer innovative brief educational experiences to seniors.

In a less humanistic vein, Korim (1974) suggests that for many elders the single-course approach--perhaps a seminar--designed to meet the immediate needs of a local employer for upgrading of seniors to employability may be the most valid program for certain institutions to follow. This same practical

idea is expressed by the Resolutions approved at the [Ohio] Governor's Conference on Aging (1975, p. 13) which suggest that seniors need "training seminars . . .to learn of all services and processes relating to the securing of and participation in Federally funded programs."

However, as Guffy and Hines relate, an institution's brief offerings need not be confined to either the practical or to the aesthetic. Southwestern State College, for instance, offers programs designed for specific purposes--but those programs are designed "first, to assist the senior citizens in making better use of their leisure time, and secondly, to impart or improve skills which the senior citizens might use to supplement their income." (1974, p. 2) Southwestern's program includes some 15 seminars, activities, and discussion groups offered to elderly students on-campus, by cable television, and in a nursing home. On-site offerings are free; younger individuals who transport the elderly may join groups for a small fee.

Similar seminar or brief-course offerings abound throughout American colleges and universities. One rather novel approach may in the future be

important enough that it demands mention in these over-crowded accounts, however: the idea proposed by Cross (1976). Mr. Cross suggests that weekend seminars set in pleasant surroundings which allow participants complete freedom from ordinary concerns and allow their absolute concentration upon an intellectual experience of their choosing may well be the most popular method of incorporating the continuation of educational development into individuals' lives within the near future. The idea might be well-suited for the elderly who would enjoy intellectually-oriented holidays.

5. Analysis of Successful Programs

Educators who have analyzed successful education programs for elderly adults are agreed that no matter what sort of organization is chosen, certain constants are present in all successful programs. Matters that might be of little or no importance to other students--location of offerings, time of classes, duration of sessions and courses--are apparently extremely important to seniors; emotional and physical characteristics unique unto the elderly as a group are also significant factors to be considered. Elders are less able than is the general student body to accept

certain types of instructors or instruction, and the curriculum oldsters initially want may well be one they later will individually or collectively outgrow. They are extremely conscious of financial matters and of their own real or imagined personal and intellectual limitations, but their involvement--or the direct involvement of their peers--in the planning of their educational program is of great importance to them. Thus, any program--whatever its organizational design--must allow for optimum senior preferences in these matters.

Again and again, research illustrates that elders will only rarely accept evening classes; mornings and afternoons are greatly preferred. Andrews (1972) ascertained that 90% of all seniors were uninterested in evening classes. Kelly, 1974, and Sarvis, 1973, determined the same preference. All three report that seniors are about evenly divided in preferring morning or afternoon sessions.

Whether an individual elderly prefers morning or afternoon sessions, he is unique if he does not prefer outreach sites over on-campus locations. Andrews' 1972 study showed that 58% of those queried preferred classes in their own neighborhoods, and

but 11% chose the Schoolcraft College campus for which her study was designed. Carlson and Paine (1974) agree--and suggest that "transportation, fear of a campus setting, fear of getting lost" (p. 14) are reasons most seniors give for preferring not to visit campus sites. One writer goes so far as to proclaim that the educator who wishes to reach older adults must go "to. . .people. . .where they are--in stores, in factories, in secondary, elementary, and private schools." (Hoenninger & Black, 1973, p. 2) Of course, there is also a preference for television or radio courses among many seniors (Hendrickson & Barnes, 1967). (Carlson and Paine, 1974, emphasize, however, that once seniors have been introduced to a campus through bussed visits or invitations to particularly interesting events or have become seriously involved in educational pursuits, they are far less reluctant to venture onto campus.)

Just as most seniors initially prefer not to attend classes in a regular campus environment, so they most frequently seem to prefer--initially, at least--brief seminars or meetings rather than quarter-long or semester-long involvement. Carlson and Paine (1974) find it, in fact, unrealistic to expect

seniors to commit themselves to long-term courses and suggest that regular attendance should not be a real goal of any instructor working with seniors. They remark (p. 12) that "the goals of an aging program go far beyond any individual class and involvement in the total program is the overriding factor to success."

Crucial in the success of a program including or designed for aged students are the characters and personalities of individuals in charge of particular courses--faculty or learning facilitators. Carlson and Paine discovered (1974) that compatability between class and instructor is more easily achieved if instructors are drawn from retired professional or vocational persons in the community than if they are drawn from a regular college faculty accustomed to grade-oriented students; however, the expertize of the full-time staff members may be needed as programs develop beyond the arts-and-craft stage even though the financial drain of using full-time staff may be too great for an extensive elderly-education program to tolerate. The same researchers suggest (p. 34):

> Staff members must understand the environment of their assignments, the problems of aging, but at the same time they must be strong believers in the validity and direction of their work. It is not the responsibility or

> the role of the community college to provide leisure programs which lull people into deeper passivity. On the contrary, it is the role of the college and the responsibility of the individual instructor to involve their "students," to lead them out of passivity.

Korim characterizes these attitudes as imperative for individuals working with the aged:

> --an awareness of and a sensitivity to the problems of the elderly;
>
> --a commitment to the elderly as a population group;
>
> --belief in the elderly's right to self-determination with a recognition of the conflict between majority rule and self-determination: in essence, a recognition of individual differences;
>
> --an awareness of the capability of the elderly to grow, develop, and change;
>
> --an awareness of a human being's need to receive a personal response from others;
>
> --an openness toward change, a willingness to reject and/or re-evaluate long held beliefs and/or values about the elderly;
>
> --a personal desire to participate in the process of social change as it related [sic.] to the elderly; and
>
> --a belief in the value of systems; a belief that systems can be changed. (1974, p. 41)

Interestingly, Thompson (1974) reports that the older a faculty member is, the more likely she--not he, for women have greater empathy for older adults than have men--is to relate well to and to accept

the responsibility of working with elders.

Unfortunately, perhaps, at least one study--that of Flanagan (1976)--indicates that tenured faculty members (those, obviously, who have been professional educators at least long enough to achieve tenure and are therefore most probably those in policy-making positions in given institutions) are those least likely to accept nontraditional or alternative educational techniques; yet, "educational institutions must adjust to the problems and limitations of the aging and not visa versa if significant numbers of the aging are to be reached." (Carlson and Paine, 1974, p. 24)

These disclosures about elderlies' preferences for faculty and faculties' attitudes toward the aged strongly suggest that any program for the aged must be accompanied by in-depth faculty education if it is to succeed.

Another significant factor in the initial success of a program specifically for seniors is the suitability of the curricula offered them. Although "respcnses of seniors to types of instructional programs will change as. . .[seniors] self-image changes and as they become accustomed to participation in

classes," (Carlson and Paine, 1974, p. 25) older students entering any educational program do so with societally-implanted handicaps. Carlson and Paine (1974, p. 38) summarize this condition well:

> We are aiming at a clientele which suffers threat to many of the basic ingredients of human dignity. They are, therefor, seeking defenses or are attempting to salvage those areas of defense. The curriculum in its initial and many subsequent stages must provide content, but equally as important, it must mediate between other kinds of needs and their fulfillment--e.g. oil painting may be exciting to a "student" for its content, but it may be more important to him as a means of socialization or self-confidence, than it is for its content per se.
>
> . . . . . .
>
> The various groups in the Bakersfield College program all substantiate the validity of involvement and growth. . . The middle-to-high income segment, after a year's involvment, want to participate in choosing staff and in building their program. The large minority group is content with our choice of staff and are voraciously opting for new types of curriculum. All groups are becoming more investigative and more demanding. They are going through their Romance with learning. . . we have faith that they will grow into the stage of Technique, and finally that of a dignified re-entry.

Dignity is important in all stages of seniors' involvement with education. Importantly, most seniors rate most highly those programs to which they make some contribution in service, time, and/or money. They do not want charity; "courses which require a

minimal tuition charge. . .are valued higher than those for which there is no charge" (Sarvis, 1973, p. 17), but fees charged the ordinary student body are normally beyond the limits of retirement incomes. (The reduced fee situation, combined with the lack of state funding for non-credit courses is, of course, a major problem in the design of any elders' education program.)

Another serious limitation that must be considered in designing any senior program is the limitation of physical and emotional insecurity suffered by many seniors. Certainly, their instructors must take into account the almost-inescapable ravages time has made upon their vision, hearing, and mobility (Lomen, 1974, pp. 10-11); effective instructors are supportive of seniors' efforts and empathetic in understanding that most oldsters believe the ageism stereotypes of inability to learn or to remember to be true of themselves. Patience and understanding are necessary to release older adults' ability to learn. (Lomen, 1974, p. 11 ff.)

Fortunately for all older adults, some have never accepted the stereotypes of inability and uselessness; from those confident elderlies

directors of education for the elderly must draw their nucleus of students from which to build a larger student body and an advisory council or board. (Carlson and Paine, 1974, p. 11, p. 14, p. 17, p. 18, p. 33, pp. 36-37; Korim, 1974, p. 101; Sarvis, 1973, p. 20 and 23; Guffy & Hines, 1974, p. 6) These writers all declare that peer counseling and an elderly advisory board are absolute necessities for any program for the elderly to succeed. Finally, Carlson and Paine warn (1974, p. 17):

> Words of caution: Two words of caution: Don't copy from other institutions; do your own thing. Don't try to borrow course outlines or specific materials except for general background information. Develop your own unique programs geared to your community. Secondly, be careful what you call your "classes." The word "classes" to seniors means grades, tests, rigid teaching situations, etc. Use words which are less threatening to the clientele. We have used such terms as "discussion groups," "seminars," programs, etc. Be creative but stay away from terms that give the wrong connotation.

Just what is the character of Community College District 502? What makes it unique? How is it like other Illinois community college districts? Answers to these questions are necessary if a program suitable to the district is to be created for its elderly.

6. Community College District 502 Glen Ellyn, Illinois

Glen Ellyn, Illinois, located approximately 30 miles west of Chicago, is centrally located in the 355 square miles of DuPage, Will, and Cook Counties, Illinois, which the college serves. Its population is currently slightly more than 700,000; of citizens 65 years of age or older, about 33,000. Projections into the future are:

1960 census	393,619
1970 census	589,200
1975 estimate	684,493
1980 projection	763,200
1990 projection	961,000
2000 projection	1,120,000
Ultimate projection (21st century)	1,331,700

(Hallenstein, 1978, p. 193)

The district is one of the most affluent in Illinois (Hallenstein, 1978); however, the educational and financial levels of those seniors who elect to remain in the area are not totally representative of that affluence. Therefore, as the elderly population of the nation as a whole increases as has been projected earlier, it seems logical that those DuPage area seniors who elect education as a viable part of their lives will turn to College of DuPage rather than to one or another of the several excellent four-year

private colleges within the same geographical area.

What can College of DuPage offer senior adults today? Analysis of the institution's present organization and curriculum is necessary before that question can be answered.

7. College of DuPage: Organization and Structure

The college district (502) is composed of ten high school districts--Downers Grove, Fenton, Glenbard, Hinsdale, Lake Park, Lisle, Naperville, West Chicago, Wheaton, and York--and of the former Lyons Township Junior College district, which it annexed in 1967; it is one of the largest community colleges in Illinois. At its opening in 1967, College of DuPage had 3,000 students; in 1978 it has about 19,000.

Facilities include several temporary classroom buildings and the first of seven projected permanent buildings at Lambert and Butterfield Roads, Glen Ellyn, which occupy a 273 acre site. Additionally, College of DuPage offers courses in some 75 outreach or satellite facilities served by four satellite offices located appropriately through the school district.

College of DuPage's faculty consists of some 240 full-time classroom instructors, librarians, and counselors in addition to administrative personnel.

Each quarter some 500 community members teach on a part-time basis.

The college is not organized along traditional disciplinary departments; instead, it consists of four small colleges--called clusters--which offer complete academic programs within their individual areas of emphasis. Delta emphasizes physical science and related technology; Kappa, business and data processing; Psi, human services and the humanities; Sigma, health. Extension Division offers its courses independently; they are both credit and non-credit. Additionally, the college has a developmental learning laboratory which offers individualized credit and non-credit courses and an experimental division, the Learning Laboratory Complex, which creates individual learning experiences for students disinterested in the more traditional classroom offerings.

The college's 5,000 - watt radio station, WDCB-FM, began operations during the 1977-78 school year.

In addition to the transfer-oriented programs, College of DuPage offers a wide variety of occupational programs which lead to two-year degrees or certificates. The most common majors disclosed in

the most recent study taken by the college are:

Business, marketing, management	1,839
General interest/undecided	1,573
Nursing and related health fields	874
Accounting	556
Data processing	398
Education (including child care and instructional aide)	376
Art (including fine arts)	375
Secretarial science	340
Engineering	257
Criminal justice	235
Electronics technology	212
Pre-medicine, pre-law, pre-veterinary	204
Interior design	196
Psychology	185
Air conditioning	175
Architecture	167
Radiologic technology	156
Automotive service technology	155
Math/science	148
Manufacturing technology (Plastics, etc.)	136
Photography	129
Human services	108
Liberal arts	102
Real estate	93
Physical education	87
Recreation	72

(Hallenstein, p. 86; prepared by Office of Admissions and Records; other information in section also from Hallenstein)

As this list--which does not include several vocational programs and does not expand upon several transfer programs--suggests, College of DuPage is capable of offering part-time or full-time students, young or old, virtually any subject matter they may desire.

Summary of Chapter

1. The section on senior citizens and education showed that elderly Americans are becoming a more and more important responsibilitiy of American education and that College of DuPage is experiencing the same demands upon it that other institutions are encountering.

2. The section on national legislation discussed the educational demands upon schools for oldsters made by the Equal Opportunity Act of 1964, the Adult Education Act of 1966, the 1966 amendments to the Elementary and Secondary Act, the 1965 Higher Education Act, the 1975 Lifetime Learning Act, and the provisions of the Illinois State Constitution for elders' education.

3. The section on the policies and programs of College of DuPage discussed the ways in which the college has studied the implementation of national and state legislation acts or implemented such legislation. The college has responded with the 1971 Perspectives on Aging workshop, with workshops and conferences in 1978, and with the creation of the Century III committee.

4. This section on the types of educational programs which have been used successfully for elders considered programs mentioned by Field, 1968; Brooks, 1975; Glickman et al., 1975; Korim, 1974; Kauffman, 1973; Collyer & Greenleaf, 1975; and Hageman, 1974. Generally speaking, the successful programs noted were (1) the department or cluster just for elders (2) the college as a resource for

other agencies of a community (3) the college as assimilator of elderlies into existing academic programs (4) the college as organizer of occasional seminars and brief conferences especially for the elderly.

5. The section on analysis of successful programs considered the particular educational needs of elderly students and suggested that no program for oldsters which ignores those needs can be successful.

6. The section on College of DuPage described the college and its current community and projected demographic figures for the school and its area through the year 2000.

7. The section on the organization and structure of College of DuPage illustrated the unique organizational pattern of the institution --clusters of small colleges complete unto themselves rather than the more usual pattern of one large institution organized into divisions or departments. (This unique structure could easily encompass a cluster especially designed for elders.)

But what is the optimum mode(s) of learning experiences for the elderly citizens of District 502? Chapter 3 will analyze the method utilized to determine the types of programs most suitable for implementation at College of DuPage.

Chapter 3

The main method for gathering input into the model was the utilization of the Delphi technique or procedure, developed by the Rand Corporation in the 1950's to give the best possible prediction of strategies for national defense.

The method consists of five basic steps:

1. Design of questionnaire(s) in accord with knowledge and insight gained through library research field testing.
2. Distribution of first round/first opinion questionnaire(s) to test group (or groups) to ascertain their initial informed opinions about the matter or matters under consideration.
3. Tabulation of replies to first-round questionnaires; analysis of the replies for the information of test group(s) so that all individuals may learn from one another.
4. Modification and redistribution of questionnaire(s) accompanied by in-depth information/analysis prepared in Step 3.
5. Collection and tabulation/analysis of revised responses of participants.

The procedure assumes that several informed judgments or opinions offer more insight into a question or problem than does any single informed opinion and that anonymous responses to all questions asked of all parties are essential

for the avoidance of pressuring of individual group members by other members. Research on the technique itself has shown the Delphi technique to be at least as effective as face-to-face decision-making and far less time-consuming. Importantly, no participant's individual opinion or contribution is ignored in the final analysis of the study.

Delphi has been used extensively in military, business, and industrial forecasting and has within recent years come into prominence among educators for its accuracy in forecasting future educational trends or determining suitable techniques. (Hencley et al., 1974; Pfeiffer, 1968)

Even the Delphi technique, of course, can only develop a best-opinion, optimum concensus, endeavor which can only be verified by later experience with the program. It should also be noted that Delphi is a time-place technique and that any educational model should be an evolving one, constantly developing and redeveloping through continuous evaluation.

The researcher designed the tentative questionnaires for all three groups after library research. The instrument for the faculty was field tested by five faculty members who were not part of the final

group of respondents, the instrument for the elderly was field tested by six senior citizens, and the questionnaire for the authorities was field tested on three officials. (See appendix for questionnaires.) Three groups of respondents were selected:

	Group	Number
1.	Full-time faculty/staff of College of DuPage	15
2.	County and state officials and authorities on aging	13
3.	Senior citizens of the county	100

Questionnaires for the three groups were developed and field tested in the fall of 1977. The first round of questionnaires was administered in November, 1977.

TABLE 2

RESPONSES TO QUESTIONNAIRES

Group	First Round Out	First Round In	Second Round Out	Second Round In	Net Usable Rounds 1 & 2
1	15	14	14	14	93%
2	13	9	9	9	70%
3	100	44	44	33	33%
TOTAL	128	67	67	56	84%

As Table 2 shows, good responses were received from Groups One and Two and an acceptable response was received from Group Three. In spite of follow-up letters, phone calls, and personal letters, Group Three responses were disappointing.

Chapter 4 will give the findings of the Delphi study.

Chapter 4

Findings of the Study

The first round of questionnaires sought to elicit common responses on only four questions. That is to say, only four questions were asked of all three groups. The other queries in the first questionnaires related to specific roles, insights, or knowledges of members of the separate groups and were asked again in Round 2; those individual-to-specific-groups questions will be considered intermediate and will be reported with Round 2 data.

Table 3 indicates Round 1 questionnaire responses of each of the three groups to the concept of organizing a cluster just for senior citizens among other clusters.

TABLE 3

RESPONSES CONCERNING A CLUSTER JUST FOR SENIORS

GROUP	N	FIRST CHOICE	SECOND CHOICE	THIRD CHOICE	FOURTH CHOICE
1. Faculty	14	0%	0%	0%	0%
2. Officials	9	0%	0%	0%	0%
3. Elders	14	14%	46%	28%	14%

As Table 3 shows, 60% of the senior citizens rated the cluster concept as either their first or second choices, but 100% of the faculty and officials consulted rated the cluster concept as their last (fifth) choice.

The second common question asked the respondents to rate the college's role as that of a coordinator of other organizations' and institutions' efforts. Table 4 shows the results.

TABLE 4

RESPONSES CONCERNING DUTAGE AS COORDINATOR

GROUP	N	PROPER ROLE	UNCERTAIN	IMPROPER ROLE
1.Faculty	9	11%	56%	33%
2.Officials	9	0%	0%	100%
3.Elders	12	33%	42%	25%

Table 4 shows that the officials are firmly united in their disapproval of the college as a coordinating agency, but the faculty and elders are not as certain.

Table 5 shows the response to the proposal that the college set up programs of short courses and

seminars as the emerging needs of senior citizens indicate.

TABLE 5

RESPONSES CONCERNING COURSES TO MEET EMERGING NEEDS

GROUP	N	FIRST CHOICE	SECOND CHOICE	THIRD CHOICE
1.Faculty	9	89%	11%	0%
2.Officials	9	0%	0%	100%
3.Elders	24	62%	25%	13%

Table 5 shows some very interesting contrasts; the faculty and officials are far apart on this idea.

Table 6 involved a question concerning whether the elders should participate in the present programs with the aid of transportation and the like or whether special programs should be set up.

TABLE 6

RESPONSES CONCERNING REGULAR RATHER THAN SPECIAL PROGRAMS

GROUP	N	FIRST CHOICE	SECOND CHOICE	THIRD CHOICE	FOURTH CHOICE
1.Faculty	14	100%	0%	0%	0%
2.Officials	9	22%	22%	34%	22%
3.Elders	25	60%	24%	8%	8%

These common questions from Round 1 illustrate the reason that a second round is necessary in the Delphi technique. The second round consisted of the same questions and similar questions with the respondents' being informed of the results of the first round so they could re-decide with knowledge of the opinions of other respondents.

The first five queries of Round 2 are common questions with the responses modified to a Likert-type scale for better comparisons. (e.g. strongly agree, agree, no opinion, disagree, strongly disagree.)

Table 7 shows the second round of responses to the suggestion that College of DuPage develop a cluster for the elders of the college community.

TABLE 7

RESPONSES CONCERNING COLLEGE'S DEVELOPMENT OF CLUSTER FOR ELDERS

GROUP	N	STRONGLY AGREE	AGREE	NO OPINION	DIS-AGREE	STRONGLY DISAGREE
1.Faculty	14	14%	7%	0%	50%	29%
2.Officials	9	0%	12%	12%	34%	44%
3.Elders	29	7%	31%	24%	24%	14%
Consensus	52	8%	21%	15%	33%	23%

The consensus can be dichotomized by proportionally allocating the "no opinion" replies; dichotomizing results in 35% of all groups agreeing with the statement and 65% disagreeing with the statement.

Table 8 shows Round 2 responses concerning the idea that the college should assume the role of coordinator of other groups' and institutions' work with and for the elderly rather than present its own educational program.

TABLE 8

RESPONSES CONCERNING COLLEGE
AS COORDINATOR OF OTHER AGENCIES

GROUP	N	STRONGLY AGREE	AGREE	NO OPINION	DIS-AGREE	STRONGLY DISAGREE
1.Faculty	14	0%	50%	15%	35%	0%
2.Officials	12	0%	25%	9%	33%	33%
3.Elders	32	3%	50%	25%	15%	7%
Consensus	58	2%	45%	19%	24%	10%

If the consensus is dichotomized, then "agree" becomes 58% and "disagree" becomes 42%, a generally favorable trend concerning this concept.

Table 9 analyzes the Round 2 proposal that the college should confine its work to setting up short courses or seminars as elders ask for them.

TABLE 9

RESPONSES CONCERNING SHORT COURSES
FOR EMERGING NEEDS

GROUP	N	STRONGLY AGREE	AGREE	NO OPINION	DIS-AGREE	STRONGLY DISAGREE
1.Faculty	14	14%	0%	0%	64%	22%
2.Officials	9	12%	22%	0%	44%	22%
3.Elders	32	5%	62%	19%	8%	6%
Consensus	55	8%	40%	10%	29%	13%

When Table 9 is dichotomized, the results are 54% "agree" and 46% "disagree." Closer analysis shows that 67% of the elders feel this would be a good idea, but 66% of the officials do not. It is possible that this is a two-edged question in that the officials may agree with the concept of meeting emerging needs but not about who should control the development of programs.

Table 10 shows the responses to a question asking if the college should strengthen its off-campus courses as a way of allowing elders to participate in college activities.

TABLE 10

RESPONSES CONCERNING OFF-CAMPUS COURSES FOR ELDERS

GROUP	N	STRONGLY AGREE	AGREE	NO OPINION	DIS-AGREE	STRONGLY DISAGREE
1.Faculty	14	64%	29%	7%	0%	0%
2.Officials	9	67%	33%	0%	0%	0%
3.Elders	33	33%	48%	12%	7%	0%
Consensus	56	46%	41%	9%	4%	0%

A splitting of Table 10 shows that 99%, a high consensus, agree on this particular point.

Table 11 asks if senior citizens should participate in the planning process.

TABLE 11

RESPONDENTS' VIEWS ON SENIOR CITIZENS' PLANNING

GROUP	N	STRONGLY AGREE	AGREE	NO OPINION	DIS-AGREE	STRONGLY DISAGREE
1.Faculty	14	50%	43%	7%	0%	0%
2.Officials	9	55%	33%	0%	0%	12%
3.Elders	32	22%	53%	19%	6%	0%
Consensus	55	25%	47%	13%	4%	1%

Dichotomizing Table 11 results in a 99% consensus on this point.

The next series of questions was concerned with the elders' views of certain aspects of their educational opportunities, and was answered only by the senior citizens. (See Table 12, p. 72.)

The complete questions are in the appendix. A ranking of preferred courses is: 1. leisure courses 2. coping courses 3. volunteer courses and 4. intellectual courses.

The senior citizens prefer college instructors but want their classes held off campus.

TABLE 12

RESPONSES TO QUESTIONS BY SENIOR CITIZENS

QUESTION	N	STRONGLY AGREE	AGREE	NO OPINION	DIS-AGREE	STRONGLY DISAGREE
College faculty would be preferred over other educational leaders to teach classes.	33	12%	46%	24%	15%	03%
Coping classes would attract more students than other classes.	31	19%	42%	16%	19%	04%
Courses designed for intellectual challenge would attract more students.	31	02%	35%	26%	35%	02%
Courses designed for leisure time activities would attract more students.	32	28%	50%	06%	06%	10%
Courses designed for volunteer skills would attract more students.	33	09%	30%	33%	21%	07%
Seniors would rather attend classes on campus.	33	09%	09%	21%	58%	03%

Table 13 shows the responses of officials and faculty members to a series of questions. Abbreviated versions of the questions are utilized in the table; complete questions may be found in the appendix.

TABLE 13

RESPONSES TO QUESTIONS BY OFFICIALS AND FACULTY

	FACULTY N = 14					OFFICIALS N = 9				
QUESTION	SA	A	NO	D	SD	SA	A	NO	D	SD
The college should seek out elders who need intellectual challenge.	36%	56%	07%	0%	0%	33%	33%	22%	12%	0%
There are too few elders to justify their educational expense.	0%	07%	0%	36%	57%	0%	0%	22%	44%	33%
Full time faculty should work with elders off campus.	23%	54%	23%	0%	0%	33%	55%	0%	12%	0%
College should monitor needs of elderly on a continuous basis.	43%	50%	0%	07%	0%	67%	33%	0%	0%	0%
Legislation should be passed which would provide funding for non-credit courses.	50%	36%	0%	07%	07%	22%	44%	22%	12%	0%

Faculty and officials indicate a high degree of consensus on these questions.

The next section summarizes replies to the open-ended question to elders, "If the College of DuPage were planning a course, seminar, or workshop just for me, this is what I would want:" The replies are arranged in the order of the number of comments on a particular issue.

1. Elders should not be segregated from other students; interchange with younger people is good--7 comments.
2. Transportation is the greatest handicap keeping elders from attending courses anywhere but at off-campus locations--7comments.
3. Solidly intellectual courses are desirable--5 comments.
4. More classes should be offered at senior centers--5 comments.
5. Day classes are a must--5 comments.
6. Seniors need motivation to attend school activities--4 comments.
7. College of DuPage should utilize its own facilities rather than off-campus ones--2 comments.
8. Short courses are best--2 comments.

9. Quarter courses are adequate--2 comments.
10. Course length should be determined by content--1 comment.

The subject matter which the elderlies would like to study is shown in the following list. There is no rank order as many subjects were listed by only one or two respondents, and many respondents listed several subjects without ranking them.

Preferred Subjects

Health education	Sculpturing
Medicare and insurance	China painting
Quality control	Woodworking
Verbal foreign languages	Appliance repair
Sewing	Law
Needlework	Taxes
Alterations	Current affairs
Religion	Civics
Hobbies	Personal relationships
Drawing	Exercise and diet
History	Ceramics
Choir	Clay building
Quality of life	Seniors in society
Fraud protection	Crocheting
Marriage/companionship	Crewel

Public speaking	Needlepoint
College credit courses	Ballroom dancing
English as a second language	Social psychology
	Bingo

This section summarizes the open-ended comments of the faculty and/or officials. Only one comment, the first, received more than one response from each group. Because the other comments were for the most part singular comments, there is no rank order.

1. The college should develop courses for elders, but not forbid younger students' attending them.
2. The college should aggressively stimulate elders' participation.
3. Equipment should be available at outreach sites.
4. Flexible attendance is desirable.
5. In-service courses for faculty who will teach elders are needed.
6. Short courses should be developed for seniors.
7. Preretirement courses for the not-yet elderly are important.
8. The needs of the elderly and their characteristics should be constantly monitored.
9. The college should strengthen relationships with existing senior citizen groups.

10. Elderly citizens should take part in planning their programs.
11. The para-professional program for elderly services needs improvement.
12. Courses for the elderly should come from faculties' prime time and not from peripheral or extension time.
13. A bi-yearly conference on aging in cooperation with existing groups would be a help.
14. The college should seek special funding for non-credit courses.
15. The college should organize a center for senior citizens.
16. The college should emphasize education and not try to coordinate other groups' work.
17. The college should coordinate activities.

This next-to-last section deals with the demographic characteristics of the senior citizens who were respondents.

TABLE 14

MARITAL STATUS OF ELDERLY RESPONDENTS

Married	27
Widowed	38
Single	8
Separated	2
Divorced	2

Table 15 shows the educational background of the respondents.

TABLE 15

EDUCATIONAL BACKGROUNDS OF ELDERLY RESPONDENTS

8th grade or below	20
Some high school	15
High school graduate	18
Some college	18
College graduate	8
Vocational school	16

Table 16 shows the educational contacts which the respondents have had with College of DuPage within the past five years.

TABLE 16

COLLEGE EXPERIENCE OF
ELDERLY RESPONDENTS AT DuPAGE

Courses on campus	2
Courses off campus	16

Table 17 shows the occupations of the respondents during their working years.

TABLE 17

WORK EXPERIENCES OF ELDERLY RESPONDENTS

Housewife	16
Semi-skilled	7
Professional	11
Skilled	42

Present work activity data indicates that 16 are employed part time and 61 are unemployed.

The present health status data shows that only 2 have serious health conditions, but 27 have vision or hearing impairments.

Table 18 shows the age of the respondents.

TABLE 18

AGES OF ELDERLY RESPONDENTS

Older than 80	8
76-80	19
71-75	23
66-70	21
Less than 65	6

Although the average age of respondents is 75, only 2 currently appear to have serious health problems. Some 95% of the citizens are enrolled in some type of senior citizen center.

Table 19 shows the transportation available to the respondents.

TABLE 19

TRANSPORTATION FACILITIES OF ELDERLY RESPONDENTS

Drive own car	36
Public transportation	19
Ride with friends	15
No adequate transportation	6

The average respondent spent approximately three hours in volunteer activity per week during the year 1977.

These demographic data are included because they are one input of the model that must be considered in designing the mode. For example, the lack of transportation seemed to be a deterrent to attending activities; yet most oldsters had access to adequate, if not convenient, transportation.

Seniors' current favorite activities are shown in Table 20. (It should be mentioned that many live in apartments which for the most part preclude pets and gardening.)

TAFLE 20

CURRENT FAVORITE ACTIVITIES OF ELDERLY RESPONDENTS

Reading	18
Church	15
Television	14
Various crafts	13
Spectator sports	6
Gardening	6
Radio	4
Pets	2
Visiting	1
Cards	1

As Table 20 shows, reading--an important part of most intellectually-oriented educational programs--is the favorite activity of most of the oldsters interviewed, and crafts--experienced by most respondents at the senior centers where the majority of the questionnaires were administered--ranks high among favored activities.

The findings disclosed in this chapter are varied--and, in some cases, contradictory.

Chapter 5 will show the design of the most probable model for the College of DuPage, taking into account the contradictory nature of some of the findings. The type of program described is that which can best incorporate the desires of the elderly community, the insights of the officials of the area; and the preferences, opinions, resources, and skills of the college's faculty.

Chapter 5

Design of the Model

A model, as used in this study, is a way of thinking about something; in particular, this model is a method of designing a system to bring educational services to the elderly.

This model is based primarily on the findings of the Delphi study (discussed in Chapter 4); secondarily, it is based on information derived from related research concerning other endeavors and studies in the education of the elderly (discussed in Chapter 2); and, tertiarily, it is based on the insights gathered by the writer in the more than 100 interviews conducted with participants of the survey groups.

Phase One of the Model

The first phase of the model is the planning phase, which should be done in cooperation with the elder citizens who are to be served by the model. This need to plan with elders rather than for them is evident from the information summarized in Table 11, which shows a 99% consensus of opinion on this point among elders, faculty, and officials. The

need is supported in the literature by Carlson and Paine, 1974 ; Tamburello, 1976; Kauffman, 1973; and others.

The need for input into programs by the seniors who will use them is emphasized by the experience of Illinois Central College, related earlier. Illinois Central instituted a Department of Lifetime Learning exclusively for senior citizens, apparently without prior consultation of the audience. The department was well-funded and well-publicized, but the lack of cooperative planning was never overcome, and within three years the department was discontinued. (Cohen, 1978)

Illinois Central's experience may, perhaps, illustrate as well a truth which warrants an aside here. Many times the success or failure of a program is determined entirely by factors outside the control of a particular institution. These factors can best be grouped under the general term, "climate." The state of the economy, the awakening of senior citizens to their political influence, or the simple tenor of a particular time or place may allow or forbid success to any program.

Phase Two of the Model

The second phase of the model is the organizational phase in which the logistical support for the planning is organized. Several sub-stages, which will be outlined as guidelines or parameters, are required during this major phase of the program.

Table 13 indicated that legislative changes to allow financial support of non-credit courses for elderly students are imperative if seniors are to be served educationally. Currently, College of DuPage--like all Illinois community colleges--is supported by local taxes, tuition, and state funds; but state funds are allocated only on the basis of the number of credit-hours generated by student enrollment. No state funds are allocated for non-credit courses; consequently, non-credit courses must be virtually self-supporting. (Perspectives on Aging Workshop, 1978)

The importance of state funding for non-credit courses is apparent in view of elderlies' preference for courses for which academic credit is ordinarily not given. Pages 74-75 list the offerings which the elderly currently are most interested in receiving--ballroom dancing, personal relationships, hobbies,

crafts, and the like. To give academic credit for such courses is nearly unthinkable in academia, and even if the idea were acceptable, its implementation presently might well mean fiscal suicide for the college. (The attitude did not originate at College of DuPage, nor is it confined to college; but it is, nonetheless, deeply ingrained in college thinking.)

The lack of fiscal support is also important in the organizational phase of this model, for it affects the faculty available for assignment to courses which interest the elderly. Self-supporting non-credit courses are usually taught in the late afternoon or evening at off-campus sites by full-time instructors teaching the classes for a small overload stipend or by part-time instructors whose salaries are less than half the average hourly wage of full-time instructors. (College of DuPage faculty salary schedule, 1978-1979; College of DuPage Fall, 1978, Schedule)

Thus, courses of greatest interest to elders are currently taught by instructors whose assignments with the elderly are peripheral to their regular work, and classes must frequently be cancelled for lack of

sufficient registration to make them financially self-supporting.

The educational desires of even those elderlies who would like to enroll in credit-bearing courses (as shown in Tables 5 & 6) offered off-campus are thwarted by present funding arrangements. Those oldsters want regular faculty to teach courses (Table 9); but it is not now possible to fund the assignment of regular faculty off-campus during their prime daytime hours rather than during peripheral times.

Even though faculty agree (Table 12) that they should be assigned off-campus classes to meet the needs of the elderly, the present fiscal base forbids such assignments.

Taken together, these findings from the Delphi study prove that a change in the fiscal basis of education for the elderly is necessary to meet what the respondents felt were the optimum conditions (as indicated in Phase Three of this model) for them.

In this organizational phase of the model, the question of the coordination of College of DuPage efforts with those of other area groups or agencies is one which must also be answered. As Table 8 shows,

all respondents are agreed that coordination is necessary; however, just who or what agency should control the coordination is not clear from the data. Perhaps, then, a triumvirate type of control--DuPage cooperating equally with senior citizens' groups and with legal entities within the area--is the best answer to the problem of coordination of efforts.

Phase Three of the Model

The third phase of this model is the implementation model, a phase which includes a delivery system; the delivery system, in turn, must include details about what courses are to be offered and when and where they are to be offered.

The data indicates:

1. Courses should be off-campus. Table 10 shows a 99% consensus on off-campus location.
2. Regular courses should be provided, but the college's plans should be flexible enough to meet evolving or emerging needs of the elderly for particular courses or seminars in the future. Table 9 shows a 54% consensus opinion towards this approach; however, further refinement of the data indicates that although 67% of the elders

wanted such short courses or seminars, 66% of the faculty and officials considered this an inappropriate tactic. Offering of short seminars or courses should be done only with caution and careful evaluation of results.

3. Data show that a wide variety of courses and subject matter should be made available to oldsters. Elders themselves (Table 12) requested--in rank order-- leisure activities, coping courses, volunteer training courses, and, finally, intellectually-oriented courses. On the other hand, although only 33% of the elders wanted intellectually-demanding courses (Table 12), faculty and officials wanted to seek out students who needed intellectual challenge and were convinced that money spent on elderlies' education is money well spent.(Table 13).
4. Regular college faculty should teach oldsters' courses. (Table 12)
5. Courses should not be courses offered only to senior citizens. Two-thirds of all respondents rejected this approach (Table 7). The experience of Illinois Central College

emphasizes the inappropriateness of creating a cluster or department or group of courses for seniors alone.

Phase Four of the Model

The fourth and last stage of this model is the monitoring phase, involving evaluation and feedback. (Table 13 shows a 99% consensus on the importance of monitoring the program.)

The monitoring phase of the program would be a constantly ongoing one; the planning phase, coordination phase, and implementation phase would be monitored and evaluated, the results of the monitoring and evaluating would be used to modify the program, the modified program would be modified and evaluated--and the entire process of planning, coordinating, and implementing would begin again, only to be repeated and repeated throughout the life of the program.

The repetition of evaluation and modification of the program is important because the model is a time and place instrument: one designed at a particular time for a particular place. The model is designed as a process or system so that it may change and evolve with the changing climate of the times, situation of the area, and needs of the elderly.

Probability of success is built into the program by its use of evaluation and modification; not all of the ideas suggested will work all of the time, but the data gathered for College of DuPage suggests that this model seems the one most likely to succeed.

The model does not make success a certainty; it makes success less uncertain than would other models considered.

The outlined model is based on hard data obtained in the Delphi study. To be sure, innumerable suggestions, insights, and the like could be included. For instance, many of the open-ended comments--daytime of ampus classes, improved transportation facilities, lighted parking lots, transportation facilities, lighted parking lots, transportation from parking lots to buildings, and pre-retirement courses for the not-yet-elderly--may well be incorporated in the initial implementation of the model.

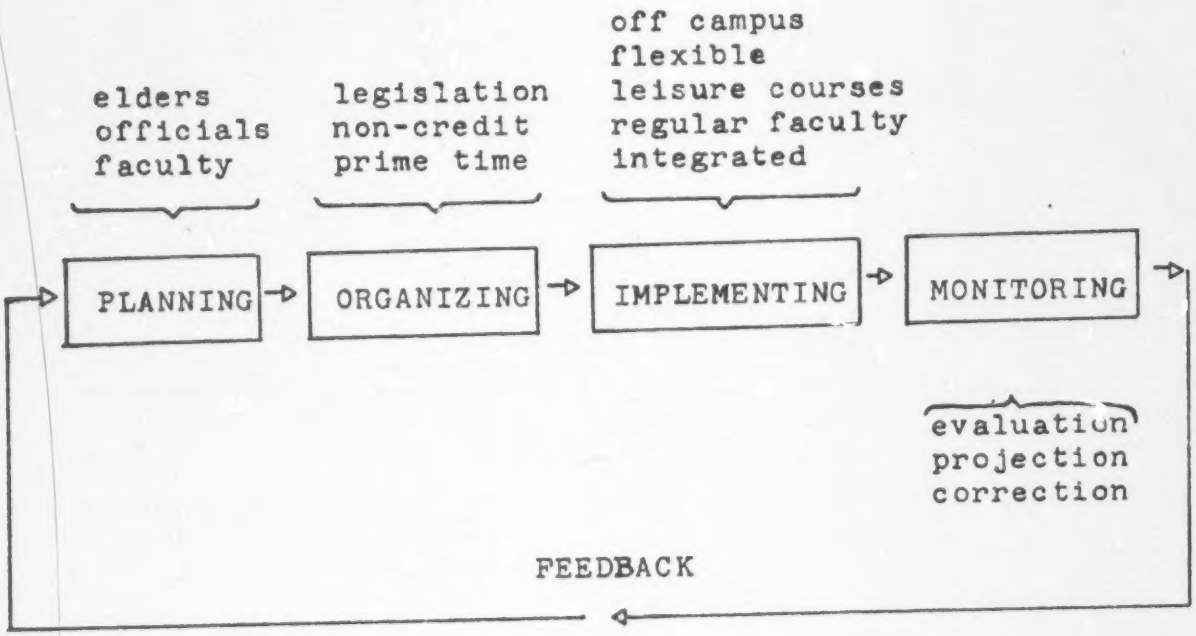
The most practical method of implementing the model would seem to be a field-testing approach, initially on a modest level so mistakes can be fed back into the system and corrected before inordinate problems are created and mistakes made.

Page 92 shows a schematic of a simplified model outlining the operation of this suggested model for

College of DuPage's elderly. The model is built on hard data obtained from those who would teach or lead within it, from those whose official positions would help to make its implementation possible, and--most importantly--from those who would experience it, the elderly.

Basically a self-correcting system which monitors itself, this model is, of course, similar to other models in its broad concepts; in its various inputs to the model, however, it is unique to College of DuPage and its clients. In essence the adoption of one of the four methods investigated in the Delphi survey--the method of improving College of DuPage's present work for the elderly--this program fulfills the mission of being a model in this and other situations by serving as a base which can be modified to suit the needs of other communities. Local input would be necessary if this model were to function at its optimum in other situations; it is probabilistic but can serve to make persons designing programs for the elderly less uncertain about the probable success of their endeavors.

SCHEMATIC


elders
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leisure courses
regular faculty
integrated
PLANNING
ORGANIZING
IMPLEMENTING
MONITORING
evaluation
projection
correction
FEEDBACK

Chapter 6

Summary, Conclusions, and Recommendations Resulting from the Study

Summary

Having used the Delphi technique to gather informed opinions of selected faculty of College of DuPage; informed public officials and authorities on aging of the DuPage, Illinois, county area; and numerous elderly citizens of the county, the researcher determined that of all the possible methods of delivering quality educational opportunities to county senior citizens, only one is feasible under existing fiscal and administrative conditions -- the enriching and improving and broadening of the school's present program. The suggested four-phase program -- planning, organizing, implementing, and monitoring -- will not guarantee success but will greatly improve its possibility.

Conclusions

Education of elderly citizens is a legal and moral responsibility of College of DuPage -- as it is of any publicly supported college or university -- which is preeminent among those activities which are necessary to the well being of older adults, a part of the American population which within the next 20 years will total at least 23% of the nation's population.

Recommendations

1. College of DuPage should make this model program an integral part of its curricula as quickly as administrative

details for its implementation can be determined and effected. This program should be considered a top priority item rather than one which can be delayed without harm to the community which the college serves.

2. Any publicly-supported institution which has not begun serious work toward meeting its responsibility toward the aged should pattern its own program, perhaps using this model as one of its starting points.

3. Further study into the educational needs of the elderly and the not-yet-elderly should be made both at College of DuPage and at other institutions.

4. Educational institutions should share their insights with one another through inter-institutional meetings (as College of DuPage and the DuPage County Senior Citizens' Council shared one another's insights in the spring and fall of 1978).

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Appendix 1

Questionnaires

Questionnaire for Elderly Panelists

Round 1

Older Adult #

SURVEY
OLDER ADULTS' EDUCATIONAL PREFERENCES
Confidential Identification

NAME_____
Last First (Print Please)

ADDRESS_____

_____

TELEPHONE_____

This identification sheet will be separated from the questionnaire sheets and your questionnaire will be identified by your number, not by your name. Only the researcher will ever see both name and number, and your replies will be treated statistically rather than individually. Your replies will be held in the strictest of confidence.

INSTRUCTIONS

1. Please reply to each question as it applies to you, not as you think it might apply to somebody else.
2. Please answer individual questions in whichever one of these three ways is asked:
   1. Circle the letter that identifies your response
   2. Rank your preference by numbering items in a list (with 1 being first preference) and leaving blank any item you simply would not like
   3. Fill in a blank to complete a statement

Older Adult #

Personal Profile
OLDER ADULTS' EDUCATIONAL PREFERENCE SURVEY
Round 1

I. SEX--Circle identifying letter.

A. Male B. Female

II. MARITAL STATUS--Circle the letter that identifies your status now:

A. Married D. Single

B. Widowed E. Divorced

C. Separated

III. AGE--Circle the letter that identifies your age group:

A. Less than 65 D. 76 - 80

B. 66 - 70 E. 81 or more

C. 71 - 75 Fill in year of birth_____

IV. EDUCATION

A. Early Education. Circle letter identifying your highest level:

Grade School 1 2 3 4 5 6 7 8

High School 1 2 3 4

College 1 2 3 4 5 6

Vocational 1 2 3

B. Recent Education. Circle letter identifying any education during past five years:

1. Course(s) at College of DuPage
2. Course(s) at other college(s)
3. Senior center course(s)
4. Church course(s)
5. Other_____
(Write in, Please)

V. TRANSPORTATION. Circle letter that identifies most-frequently used method.

A. Drive own car

B. Ride conveniently with family member or friend

C. Take cab or bus or train

D. Have no good transportation

VI. PHYSICAL LIMITATIONS. Circle letter of each problem that limits your activity.

A. Hearing

B. Vision

C. Need cane

D. Use walker

E. Use wheelchair

F. Other_____
(Fill in)

VII. SENIOR MEMBERSHIPS. Please circle letter identifying each group to which you belong.

A. American Association of Retired Persons (AARP)

B. Illinois Association of Retired Persons (IARP)

C. Retired Seniors Volunteer Program (R.S.V.P.)

D. Church Group

E. Other_____
(Please fill in)

VIII. WORK HISTORY. Please fill in.

A. My major life work was_____

B. I now work_____hours each week as

_____

Please circle letter(s) of any and all statements that are true for you.

A. I consider myself fully retired.

B. I work part-time for partly personal and partly financial reasons.

C. I work part-time for purely personal reasons.

D. I work part-time for purely financial reasons.

IX. VOLUNTEER ACTIVITIES. Please circle the letter identifying the number of hours per week you spend as a volunteer.

A. 0 C. 6-10 E. 16-20

B. 1-5 D. 11-15 F. More than 20

X. FAVORITE ACTIVITIES. Please number in or of your preference the activities you enjoy. Leave blank those you don't like:

____ Sports ____ Reading ____ Garden

____ T.V. ____ Visiting ____ Church

____ Radio ____ Cards ____ Pets

Other_____

_____

_____

(Number "others" too, please).

OLDER ADULTS' EDUCATIONAL PREFERENCE
Round One of Surveys

XI. PREFERRED EDUCATIONAL SUBJECTS. Please show your degree of interest in each of these kinds of educational activity by numbering (with 1 as highest) in order of preference. Leave blank any in which you've no interest at all.

A. ____Chance to learn skills for a new part-time or full-time occupation for pay.

B. _____ Chance to learn skills to enjoy new leisure time activity. Number in order of preference or leave blank activities you'd not like.

1. _____ Crafts (pottery, painting, etc.)
2. _____ Music involvement
3. _____ Cards (bridge, pinochole, etc.)
4. _____ Games other than cards
5. _____ Creative drama, literature for personal pleasure, art or music or theatre interpretation, etc.
6. _____ Foreign language study
7. _____ Other _____
8. _____ Other _____

(Number if you fill in "other"

C. _____ Chance to learn skills for work as a volunteer.

D. _____ Information, training, courses to help with everyday problems. (Number in order of preference or leave blank.)

1. _____ Health/nutrition problems
2. _____ Medicare/Medicaid, insurance, taxes, etc.
3. _____ Changed life situation/status
4. _____ Financial problems
5. _____ Other _____

(Number if you fill in)

E. _____ Opportunity to have intellectual challenge of college education not available earlier in life.

F. _____ Other _____

(Number if you fill in)

XII. CREDIT OR RECOGNITION DESIRABLE. Number in order of preference (or leave blank) the sort of credit you might want.

A. _____ Regular college credit

B. _____ Certificate of completion

C. _____ Non-academic recording of work

D. _____ Eventual college degree

E. _____ Other _____

(Number if you fill in)

XIII. LOCATION PREFERRED: Please number possible locations for College of DuPage courses in order of preference; leave undesirable locations blank.

A. _____ On campus

B. _____ In off-campus senior centers, churches, etc.

C. _____ On radio or television

D. _____ Other _____

(Number if you fill in)

XIV. TIME AND FREQUENCY PREFERRED: Please number in order of preference the time and frequency of courses/seminars; leave blank any unsuitable suggestions.

A. _____ One morning a week for two or three weeks.

B. _____ One afternoon a week for two or three weeks.

C. _____ Two or more afternoons or mornings for several weeks.

D. _____ One evening a week for several weeks.

E. _____ Occasional full-day or full-evening events.

F. _____ Throughout a normal college term.

G. _____ Other _____

_____

(Number if you fill in)

XV. TUITION AND FEES: Please number fees in the order you find most acceptable; leave blank any unacceptable.

A. _____ Regular tuition fee ($11.25 per quarter hour credit)

B. _____ Adjusted senior citizen fee ($1.25 per quarter hour credit)

C. _____ Other _____

(Number if you fill in)

XVI. PREFERRED INSTRUCTOR(S): Please number types of instructors in order you find most suitable. Leave blank any you find unacceptable.

A. _____ Regular College of DuPage faculty member qualified to teach a subject.

B. _____ Older adult of community who knows and enjoys sharing a subject.

C. _____ Specialist from community, whatever his age or formal training.

D. _____ Different sorts of instructors for different sorts of offerings; no one answer is possible.

E. _____ Other _____

(Number if you fill in)

XVII. PREFERRED CLASSMATES: Please number in order of preference; leave blank any totally unsuitable category.

A. _____ Only other older adults

B. _____ Anybody--whatever his or her age--interested in the same subject(s) that interest me.

C. _____ Only people I know through other older adult activities.

D. _____ Other _____

(Please number if you fill in)

XVIII. IMPORTANCE OF EDUCATION INVOLVEMENT OF OLDER ADULTS: Please circle the letter which identifies the one best description of the importance of education to you as an older adult.

A. Inappropriate

B. Slightly important

C. Important

D. Very important

E. Other _____

XIX. PROBABILITY OF YOUR PARTICIPATING IN AN EXPANDED COLLEGE OF DuPAGE OLDER ADULTS' PROGRAM:

Please circle the letter which identifies your probable participation in a program planned in a way you liked:

A. Very high chance of my enrolling

B. High chance of my enrolling

C. Some chance of my enrolling

D. Little chance of my enrolling

E. No chance of my enrolling

F. Other _____

XX. ANALYSIS OF ATTENDANCE-PROBABILITY QUESTION. If you answered D, E, or F to question XIX, please give your reasons for your answer in the space provided.

REASONS: [Adequate space left for reasons on actual questionnaires]

XXI. NON-STUDENT INVOLVEMENT PROBABILITY. To serve older students well, College of DuPage will need the help of older adults of the community. Please number in the order of possibility of your activity or leave blank:

A. ____ I would consider being a member of an older adults' educational advisor board.

B. ____ I would consider teaching a class or leading a discussion group (or in some other significant way share skill or knowledge I have with other older adults).

A. ____ As a volunteer

B. ____ As a paid teacher/consultant/leader

XXII. MOST SUITABLE TYPE OF PROGRAM FOR OLDER ADULTS. Please rank in order (with 1 as the highest) the desirability of the kinds of programs shown here. Leave the identifying letter of any totally unsuitable program blank.

A. ____ College of DuPage should develop an educational program just for older adults (create a cluster or college within the College).

B. ____ College of DuPage should co-ordinate the educational efforts of other community groups that serve older adults (rather than offer direct services or courses itself).

C. ____ College of DuPage should develop occasional brief courses or seminars for older adults as community or individual needs arise.

D. ____ College of DuPage should simply encourage older adults to attend regular classes already offered by the College. (Reduce tuition, help with transportation, publicize appropriate courses, etc.).

E. ____ Other _____

COMMENTS: [Adequate space left for comments on actual questionnaires.]

SUGGESTIONS: [Adequate space left for comments on actual questionnaires.]

THANK YOU VERY MUCH FOR HELPING COLLEGE OF DuPAGE DETERMINE THE NEEDS OF THE SENIOR ADULTS OF THE COMMUNITY. YOU WILL RECEIVE THE SECOND ROUND OF THE SURVEY BY MAIL, AND YOU WILL BE AMONG THE VERY FIRST TO KNOW THE RESULTS OF THIS STUDY.

THANK YOU VERY MUCH!

Questionnaire for Faculty Panelists

Round 1

C/D Faculty &
Administration
#

MODEL PROGRAM FOR OLDER ADULTS AT COLLEGE OF DuPAGE

QUESTIONNAIRE

Round 1

Please react to each of the following statements in accord with this scale:

1. Strongly agree
2. Agree
3. No Opinion
4. Disagree
5. Strongly disagree

1. _____ College of DuPage has a greater responsibility to older adults than its over-all programming has so far shown.

2. _____ Older adults would be interesting and able students.

3. _____ Most faculty members would be willing to teach willing to teach courses designed primarily for older adults.

4. _____ Most faculty members would have little or no difficulty in adapting their teaching styles to accommodate the learning styles of older adults.

5. _____ The present study body would be badly served if the College emphasized education for older adults more strongly than it does now.

6. _____ The best service College of DuPage can give its senior citizens is training of paraprofessionals in the theories of aging and dealing with the aged in agencies couside the College.

7. _____ To attempt to reach older adults with any sort of special program would be a mis-use of College funds and facilities.

8. _____ I would be willing to accept more aged students into my regular classes or to teach special classes designed specifically for older adults.

9. _____ I believe that I am personally and professionally qualified to teach older adults effectively.

10. _____ I believe that older adults of the College community would be inclined to ignore College of DuPage offerings of any sort.

11. _____ Probably the best reasons for emphasizing a program designed to reach the elderly is to convince the older adults of the area that their tax dollars are well spent.

12. _____ Courses interesting to older adults would be those with little or no real intellectual content--older adults would see College offerings as social events rather than learning experiences.

13. _____ The best program for older adults would be one in which as many instructors or learning leaders as possible were themselves older adults rather than professional educators.

Using each number only once, please rate from 1 to 6 (with 1 being the highest) each of these proposed roles of the College of DuPage in education of its elderly population (65+ years) and make whatever comments you feel appropriate.

14. _____ The College should organize and develop an educational program specifically for older adults (create a cluster just for elders, a college within the College).

15. _____ The College should serve as co-ordinator of the educational efforts of other community organizations that serve older adults.

16. _____ The College should develop occasional brief courses or seminars for older adults as community or individual needs suggest.

17.____ The College should encourage older adults to attend regular classes (through tuition reduction, publicizing suitable courses, assisting older students to reach campus or off-campus sites) already offered by the College.

18.____ The College should continue to do just what it has been doing for and with older adults.

19.____ A better College role or program than any shown here would be:

[Adequate space left on actual questionnaire for description.]

COMMENTS: [Adequate space left on actual questionnaire for comments.]

Questionnaire for Authorities and Officials Panelists

Round 1

Public Official
or Authority
#

MODEL PROGRAM FOR OLDER ADULTS AT COLLEGE OF DuPAGE

QUESTIONNAIRE

Round 1

Please consider the particular character of the College of DuPage community as you react to each of the following statements in accord with this scale:

1. Strongly agree
2. Agree
3. No opinion
4. Disagree
5. Strongly disagree

1. _____ Older adults of the College of DuPage community would most probably be more interested in activities or courses which helped them to make good use of their leisure time than in any other kind of offering.

2. _____ Older adults of this community would probably be more interested in courses or activities which helped them to cope with the problems of their own aging than in any other kind of offering.

3. _____ Older adults of this community need College of DuPage to help them train themselves for second careers more than they need any other kind of help.

4. _____ Older adults of this community would probably engage actively in academic courses if such courses were planned with them in mind.

5. _____ A good program for the aged of the College community would encompass all those aspects of education noted in the first four topics of this questionnaire.

6. _____ College of DuPage cannot meet its responsibility to be a community college unless it engages actively in some program of education for the elderly of the community.

7. _____ College of DuPage can meet its responsibility to be a community college merely by supporting programs and seminars which prepare professionals and paraprofessionals of the community to work with the aging and aged.

8. _____ The faculty of the College of DuPage could probably deal effectively with a student population which included significant numbers of aging or aged students.

9. _____ A valid reason for increasing attention to the educational needs of the older adults of the College of DuPage community is the positive public relations effect of such attention to the elderlies' needs.

10. _____ Of all public agencies available in the geographical area of College of DuPage, the College is probably the institution most suitable to engage in activities for the aged--activities which will become socially imperative as the population shifts toward an increased proportion of elderly to middle-aged or young individuals.

Using each number only once, please rate from 1 to 6 (with 1 as the highest) each of these proposed roles of the College of DuPage in education of its elderly population (65+ years) and make whatever comments you feel appropriate.

A. _____ The College should organize and develop and educational program specifically for older adults (a cluster for elders; a college within the College).

B. _____ The College whould serve as co-ordinator of the educational efforts of other community organizations that serve older adults.

C. _____ The College should develop occasional brief courses or seminars for older adults as community or individual needs suggest.

D. ____ The College should encourage (through tuition reduction, publicizing of suitable courses, assisting older students to reach campus and off-campus sites) older adults to attend regular classes already offered by the College.

E. ____ The College should continue to do just what it has been doing for and with older adults (welcoming them with reduced tuition and admission requirements).

F. ____ A better College role or program than any shown here would be:

[Adequate space left for comments on actual questionnaires]

COMMENTS: [Adequate space left for comments on actual questionnaires]

Questionnaire for Elderly Panelists

Round 2

E#

Round Two

Questionnaire Concerning Education

for the Elderly of DuPage County

In light of your own knowledge and of the insights into the educational needs and interests of the elderly citizens of DuPage County offered by the results of Round I of this survey, please reply to each of the following statements in accord with this scale:

1. Strongly agree
2. Agree
3. No Opinion
4. Disagree
5. Strongly Disagree

1. _____ College of DuPage [C/D] should develop a cluster for elders of the college community.

2. _____ C/D should assume the role of coordinator of other groups' and institutions' work with and for the elderly rather than present its own programs.

3. _____ C/D should confine its particular work for the elderly to setting up short courses or seminars for them as they ask.

4. _____ C/D should strengthen its outreach programs in non-credit courses and credit courses at outreach centers as its way of allowing elders to participate as members of the total college community.

5. _____ An important part of any C/D program for the elderly will be the participation of elders in the planning of the program.

6. _____ Workshops, seminars, and courses designed to help seniors enjoy their leisure years would attract more elderly students than would any other sort of offering at C/D.

7. _____ Workshops, seminars, and courses designed to help seniors improve their volunteer skills would attract more older students than would any other sort of offering C/D could make.

8. _____ Workshops, seminars, and courses designed to help seniors cope with everyday problems of life--physical, emotional, social, and legal--would attract more elderly students than would any other sort of offering C/D could make.

9. _____ Workshops, seminars, and courses designed for intellectual challenge and stimulation would attract more seniors to C/D than would any other sort of offering.

10. _____ Once C/D has completed its present program of making its campus safe and accessible to seniors, they will be willing to join other students there rather than attend classes in senior centers or other outreach, off-campus locations.

11. _____ If C/D administrators choose carefully from among the college's regular full-time faculty to find those most professionally and personnally qualified to work with elders, elders will prefer C/D faculty over other learning leaders or instructors.

PLEASE complete this statement: If C/D were planning a course or seminar or workshop just for me, this is what I would want: [Adequate space left for comments on actual questionnaires].

Suggestions: Subject matter? Method of instruction?

Location? Instructor? Time? Length of course/workshop/ seminar?

THANK YOU FOR YOUR HELP.

Questionnaire for Faculty and Officials and Authorities

Round 2

F/A #

Questionnaire Concerning Education
for the Elderly of DuPage County

In light of your own knowledge and of the insights into the educational needs and interests of the elderly citizens of DuPage County offered by the results of Round One of this survey, please reply to each of the following statements in accord with this scale:

1 Strongly agree
2 Agree
3 No opinion
4 Disagree
5 Strongly disagree

1 ____ C/D should develop a cluster for elders of the college community.

2 ____ C/D should assume the role of coordinator of other organizations' and institutions' work with and for the elderly.

3 ____ C/D should confine its particular work for the elderly to setting up short courses or seminars for them as they request.

4 ____ C/D should strengthen its outreach programs in non-credit courses suitable for helping elders make their leisure years pleasant and productive; elders should be part of the total college community.

5 ____ C/D should encourage full-time faculty to include outreach work with the elderly as part of their regular assignments.

6 ____ C/D should actively seek out those elders whose intellects can be challenged on-campus in regular courses, knowing that although their numbers are few their needs are real.

7 ____ C/D should recognize that elders truly interested in educational pursuits at this time are too few to justify the expenditure of time and effort needed to attract them to C/D offerings.

8 ____ An important part of any C/D program for the elderly will be the participation of elders in the planning of the program.

9 ____ C/D should accept the responsibility of actively and constantly investigating the changing needs of elders over the next several decades so that whatever role is appropriate for C/D at any given time can be intelligently accepted.

10____ Since funding of non-credit courses is a difficult problem in offering non-credit courses, C/D should endeavor to see legislation passed that would allow state funding for such courses--the ones most elders desire.

PLEASE!
Use the reverse of this sheet for comments.

Appendix 2

Identification of Panelists

Panel Members

Faculty and Officials and Administrators

Delphi Panel Members

Faculty

Mr. George Ariffe
English instructor

Mr. Robert Bollendorf
Human services
instructor

Ms. Betsy Cabatit-Segal
Assistant dean
(Human services)

Ms. Lucille Edwards
Librarian

Ms. Edith Fejer
Sociology instructor

Dr. Doris Frank
Education instructor

Dr. Lon Gault
Vice president
(Instruction)

Mr. Richard Miller
Associate director
(Planning/development)

Mr. Jerry Morris
Counselor

Mr. Ray Olson
Human services
instructor

Mr. Tom Richardson
Coordinator
Human services

Ms. May Ryburn
English instructor

Dr. Bernard Stone
History instructor
Senior center leader

Dr. William Treloar
Dean
Extension

Authorities/Officials

Ms. Marge Blake
Director
Highland Park Senior
Citizens Center

Ms. Donna Chambers
Member
Area Agency on Aging
Region II

Ms. Helen Ray
Director
DuPage Individual Family
Counsel Service & 1978
Perspectives on Aging
Workshop

Mr. Clarence A. Reardon
President
Illinois Association of
Retired Persons

Dr. Wesley Johnson
College of DuPage trustee emeritus

Mr. John Laker
Director
Family Service Association of DuPage County

Ms. Josephine Oblinger
Director
Illinois Department on Aging

Dr. William Seat
Chairman, English Department, Northern Illinois University
Lecturer to the aged

Ms. Evelyn Zerfoss
Member
College of DuPage Board of Trustees

Panel Members

Elderly Citizens of DuPage County

Elderly Citizens Panelists

Maurice W. Bannon
Mrs. Clare Becker
Mrs. Adeline Behrens
Frank Bergman
Mrs. Emily Calcott
Mrs. Mary Carsello
Mrs. Mildred Castellon
Miss Edna Cooper
Mrs. Helen Congers
Mrs. Mary Corcoran
Anthony Daleiden
Mrs. Grace Daleiden
Mrs. Marian Derome
Miss Eleanor Dietz
Mrs. Hazel Dolan
Mrs. Elizabeth Earl
Mrs. Hazel Farmer
Mrs. Marguerite Gibson
Mrs. Louise Gilmore
Mrs. Louise Graul
Mrs. Ruth Gray
Mrs. Pearl Gurskis
Mrs. Mildred Gworek

Edwin Hattendorf
Don P. Hayn
Mrs. Edith C. Hebbard
Edwin D. Hebbard
Mrs. Marion Hieber
Mrs. Bernice Hoff
LeRoy Hoff
Mrs. Cora Hoopes
Joseph Iantra
Mrs. Mary Johnson
Orrin Karp
Mrs. Jessie Butler Kendie
Mrs. Mary L. Kuehnau
Mrs. Frances Kuen
Mrs. Ann Lautenschlager
Otto Lautenschlager
Mrs. Marion Lewis
Frank A. Marik
Mrs. Sophia Martin
Mrs. Margaret M. Matthews
Mrs. Lucetta McAleese
Miss Margaret McNamara
John McDonald

Frances Meehan
Mrs. Mary Meehan
Mrs. Regina Merritt
Daniel Moriarty
Miss Anna I. Mraz
Mrs. Anne Myers
Mrs. May Plane
Miss Grace-Alice Purnell
Mrs. Sarah Richardson
Mrs. Ana Rodriguez
Mrs. Cornelia I. Salmon
Mrs. Helen Schmidt
Mrs. Helen L. Skyrud
Mrs. Lorraine Smith
George Spencer
Mrs. Mary E. Spencer
Mrs. Irene J. Springer
Mrs. Ellen Stark
Mrs. Charlotte Sternbauer
Miss Catherine Sullivan
Mrs. Margaret Sullivan
Mrs. Loretta Taft
Mrs. Gertrude Thompson
Austin L. Utterback
William Vazny
George Vucha
William Wachs
Marion Wagstaff
Mrs. Byron White
Bruno Witkowski
Mrs. Mae Wurster

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LOS ANGELES
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